

Expert Report Paul Sample

Focus

Styles

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About this Report

This report is based upon the Styles assessment, which explores an individual's motives, preferences, needs and talents in critical work areas.

The results are based on a comparison with a group of 1,240 international professionals and managers and are presented on a 1 to 10 Sten scale.

Since the questionnaire is a self-report measure, the results reflect the individual's self-perception. Our extensive research has shown this to be a good indicator of how people are likely to operate in the workplace. Nevertheless, due consideration must be given to the subjective nature of using an individual's self-perception in the interpretation of these data.

It should be remembered that the information contained in this report is potentially sensitive and every effort should be made to ensure that it is stored in a secure place.

The information contained within this report is likely to remain a good reflection of the individual's self-perception for 12-24 months, depending upon circumstances.

The report was produced using Saville Assessment software systems. It has been derived from the results of an assessment completed by the respondent, and reflects the responses they made.

This report has been generated electronically. Saville Assessment do not guarantee that it has not been changed or edited. We can accept no liability for the consequences of the use of this report, howsoever arising.

The application of this assessment is limited to Saville Assessment employees, agents of Saville Assessment and clients authorised by Saville Assessment.

Introduction to Assessment Report

This report provides information on motives, preferences, needs and talents, based on Paul Sample's responses to the Styles questionnaire.

Overview

The Overview page provides a summary of Paul Sample's responses on the Focus Styles questionnaire. The four indicators in the Response Summary check the validity of the profile and highlight extreme response patterns. The Profile Breakdown explains the aspects of the Psychometric Profile that are unique to Saville Assessment Wave.

Psychometric Profile

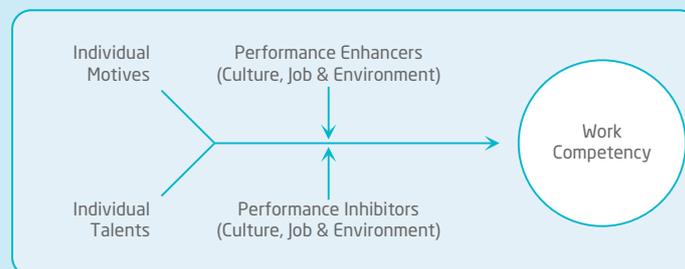
The Psychometric Profile shows the questionnaire results on the 12 Focus Styles sections, with three sections devoted to each of the four Saville Assessment Wave clusters Thought, Influence, Adaptability and Delivery. The 12 sections are each comprised of three underlying facets, verbal descriptions of which are provided under each section name. These vary according to the score on the individual facet. There are 36 facets in total.

Competency Potential Profile

The Competency Potential Profile is based on links established between the 36 facets of the Focus Styles questionnaire and independent assessments of work performance. Based on real data, this gives a unique prediction of Paul Sample's likely strengths and limitations in 12 key performance areas that are defined through the verbal descriptions of their underlying components. This prediction should be interpreted against key work requirements as established through job analysis or competency profiling methods. Highly positive profiles may reflect an unrealistically positive self-view whilst low scoring profiles may reflect an overly critical self-view. In such cases, it is particularly important to verify the results against other information.

Predicted Culture/Environment Fit

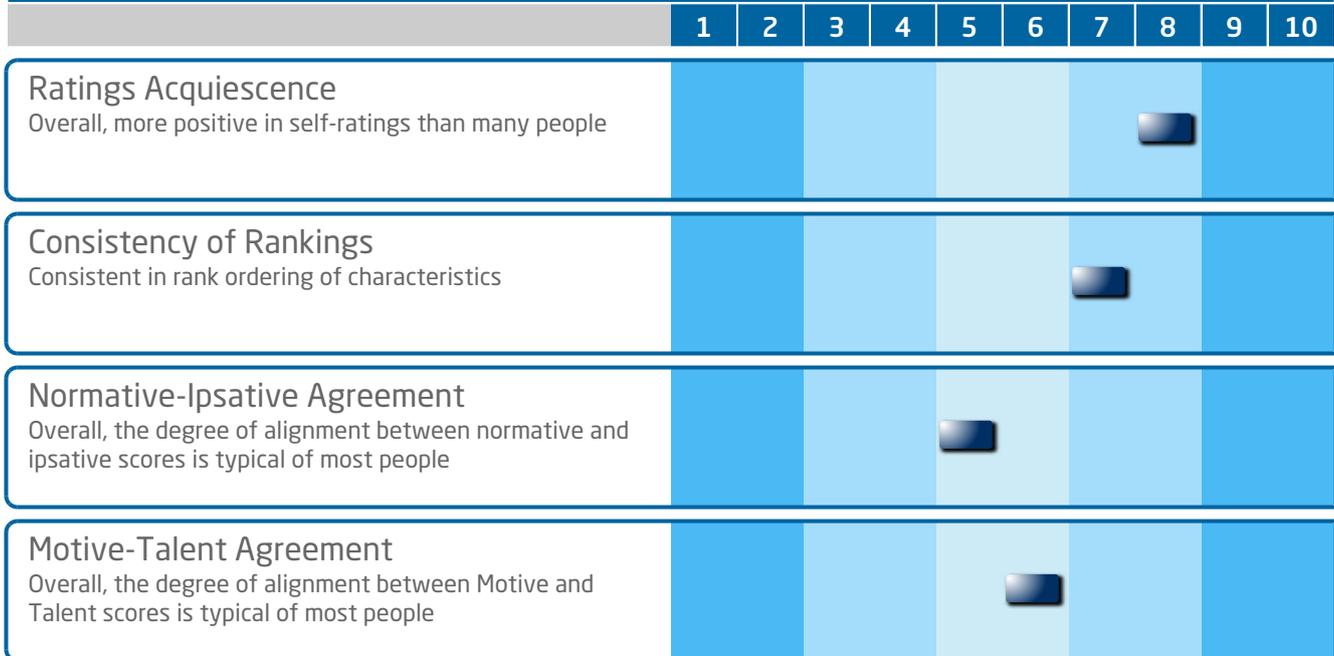
The Predicted Culture/Environment Fit Report gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Assessment's groundbreaking research suggests that people's motives and talents interact in important ways with culture, job and environment characteristics to help determine their work performance and competency.



Overview

The Response Summary provides an overview of Paul Sample's responses to the Focus Styles questionnaire through four indicators. The pattern of responses should be kept in mind when interpreting the Psychometric Profile.

Response Summary



Profile Breakdown

The Profile Breakdown explains the Facet Range, Motive-Talent Split and Normative-Ipsative Split features that are unique to Saville Assessment Wave reporting.

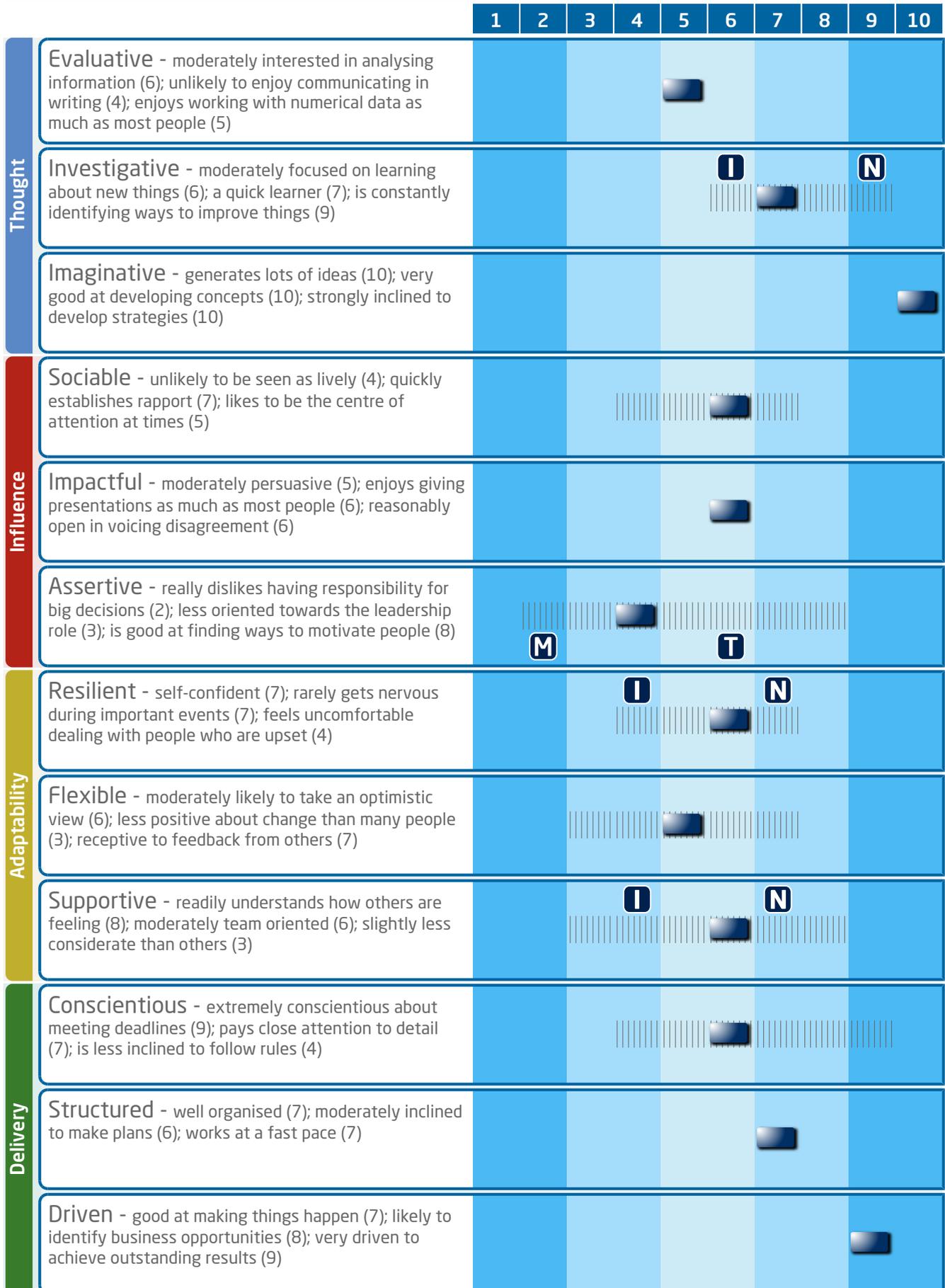
||||| **Facet Range.** Where the range of facet scores within any section is of 3 stens or more, this is indicated both by hatching on the section scale and the provision of individual facet scores in brackets alongside each verbal facet description.

N - I Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of 3 stens or more on a given section are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative self descriptions. If normative scores are higher than ipsative, it may mean that the person has been less self critical and has possibly exaggerated their normative description. This provides specific areas for further verification, rather than one unspecified measure of social desirability.

M - T Motive-Talent Split. Differences between motive and talent scores of 3 stens or more on a given section are indicated by the markers **M** and **T**, respectively. Such differences may suggest an incentive to develop in given areas, or indicate areas where environmental influences are having a strong impact.

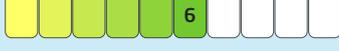
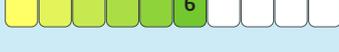
Psychometric Profile

Acquiescence (8) Consistency (7) N-I Agreement (5) M-T Agreement (6)



Competency Potential Profile

The following report summarises Paul Sample's areas of greater and lesser potential based on Saville Assessment's extensive international database linking Focus Styles to work performance.

Competency Description		Potential
Solving Problems	Evaluating Problems Examining Information (7); Documenting Facts (5); Interpreting Data (6)	 6 Average higher potential than about 60% of the comparison group
	Investigating Issues Developing Expertise (7); Adopting Practical Approaches (3); Providing Insights (7)	 6 Average higher potential than about 60% of the comparison group
	Creating Innovation Generating Ideas (10); Exploring Possibilities (10); Developing Strategies (9)	 10 Extremely High higher potential than about 99% of the comparison group
Influencing People	Building Relationships Interacting with People (5); Establishing Rapport (6); Impressing People (5)	 5 Average higher potential than about 40% of the comparison group
	Communicating Information Convincing People (6); Articulating Information (6); Challenging Ideas (7)	 6 Average higher potential than about 60% of the comparison group
	Providing Leadership Making Decisions (3); Directing People (4); Empowering Individuals (7)	 5 Average higher potential than about 40% of the comparison group
Adapting Approaches	Showing Resilience Conveying Self-Confidence (5); Showing Composure (5); Resolving Conflict (4)	 5 Average higher potential than about 40% of the comparison group
	Adjusting to Change Thinking Positively (6); Embracing Change (4); Inviting Feedback (6)	 5 Average higher potential than about 40% of the comparison group
	Giving Support Understanding People (6); Team Working (5); Valuing Individuals (4)	 5 Average higher potential than about 40% of the comparison group
Delivering Results	Processing Details Meeting Timescales (7); Checking Things (7); Following Procedures (5)	 7 Fairly High higher potential than about 75% of the comparison group
	Structuring Tasks Managing Tasks (6); Upholding Standards (5); Producing Output (7)	 6 Average higher potential than about 60% of the comparison group
	Driving Success Taking Action (4); Seizing Opportunities (7); Pursuing Goals (6)	 6 Average higher potential than about 60% of the comparison group

Predicted Culture/Environment Fit

Based on extensive Saville Assessment research linking the styles of individuals to culture at work, this report highlights the aspects of the culture, job and environment that are likely to enhance or inhibit Paul Sample's success:

Performance Enhancers

- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where the development of theoretical ideas and concepts is encouraged
- ⊕ where there is a strong strategic focus, it is seen as desirable to have a clear vision for the future and strategic thinking capability is highly valued
- ⊕ where inspirational leadership is valued and sought after and there are numerous opportunities for motivating, inspiring and encouraging other people
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ where there are numerous opportunities for learning and extending one's range of knowledge and skills
- ⊕ where importance is attached to punctuality and completing tasks to deadline and reliability is clearly valued
- ⊕ where there is an emphasis on analysing and solving problems and problem solving ability is really valued

Performance Inhibitors

- ⊖ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊖ where there is little interest in the application of theoretical ideas and models and people are given little time to explore different options and possibilities
- ⊖ where the focus is short rather than longer term, tactical rather than strategic
- ⊖ where people are largely self motivated and do not require encouragement or inspiration from external sources
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊖ where opportunities for acquiring new skills and extending one's range of knowledge are severely restricted
- ⊖ where there is a culture that allows deadlines to be passed and tasks are often left unfinished
- ⊖ where there are few opportunities for analysing and solving problems